**Lesson Title:** Field Trip to MBRNHP

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 80 minutes

**Essential Question:** How does place influence a person?

**Specific Learning Goals for this lesson:**

* Students will know:
* Woodstock, Vermont's characteristics in terms of the themes of geography
* There is a history of stewardship in Vermont, in particular Marsh-Billings-Rockefeller National Historic Park (MBRNHP)
* Students will understand:
* Stewardship is a personal responsibility.
* Individuals influence where they live and others that live in that place.
* Place influences people.
* Students will be able to:
* Apply the five themes of geography to the Marsh-Billing-Rockefeller National Historical Park (MBRNHP)

**Lesson Overview:**

Students travel to the MBRNHP in order to finish gathering research for their final presentations.

**Description & Sequence:**

1. Within their roles, students follow the experts who will be leading their groups to their respective places within MBRNHP
   1. Location: GPS lesson with expert
   2. Human environment interaction: Timeline room with park ranger
   3. Movement: Interview park ranger
   4. Place: Explore the trails with a park ranger
   5. Region: Learn about the Hudson River School in the mansion
2. Students then meet with their groups to discuss the information they have.
3. Before returning to school, students have one last chance to ask any further questions they have.

**Pre-Assessment:**

N/A

**Summative Assessment:**

Students are using this day as a research opportunity for their summative assessment.

How will you **Differentiate Instruction** for various learners?

All students will go on the field trip. Those who need extra tools to take record information may have a tape recorder, flip camera, or digital camera.

**Student-centered learning:**

*Collaboration* – Students will be working within two groups the entire day.

*Authentic Work ­*– Students will be interviewing experts and learning from the original source.

*Authentic Audience* – Students must report back to their peers and share responsibility

*Experiential Learning* – Students see for themselves the geographic characteristics of the park.

**Inquiry-based learning:**

Students are following through on the questions they prepared the day before.

**Materials:**

Flip Cameras  
Digital Cameras

Speech recorders

Journals/Pencils

Prepared questions

Permission slips

Chaperones

**Resources:**

The experts and park rangers at the MBRNHP

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:10** Students show understanding of past, present and future time by  
- Identifying the beginning, middle, and end of an historical narrative or story

**H&SS7-8:11** Students interpret geography and solve geographic problems by  
- Observing, comparing, and analyzing patterns of national, and global land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities.

**H&SS7-8:8** Students connect the past with the present by  
-Describing ways that life in the U.S and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred.

21st Century Skills including Technology:

File Attachments: (List here)

None